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ABSTRACT

Recent studies of parent-child programs conducted either at school or at home are reported in this bibliography. Included are entries from "Research in Education" (RIE), July 1971 to August 1972 and citations of journal articles appearing in "Current Index to Journals in Education" (CIJE) from July 1971 to August 1972. Entries were selected if they appeared in the RIE or CIJE subject index under these terms: Parent Role, Parent Participation, Parent Education, Parent Influence, Parent Training, and Parent/Child Relationship. (Author)

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PARENT EDUCATION: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

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Parent Education: An Abstract Bibliography (Supplement #1)

Recent studies of parent-child programs conducted either at school or at home are reported in this bibliography. Included are entries from Research in Education (RIE), July 1971 to August 1972 and citations of journal articles appearing in Current Index to Journals in Education (CIJE) from July 1971 to August 1972. Entries were selected if they appeared in the RIE or CIJE subject index under these terms: Parent Role, Parent Participation, Parent Education, Parent Influence, Parent Training, and Parent/Child Relationship.

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1. Adkins, Dorothy C. Programs of Head Start Parent Involvement in Hawaii. January 1971, 13p. ED 048 935

   Home Programs; Home Visits; *Language Programs; Mathematics Curriculum; *Motivation; Parent Child Relationship; Parent Conferences; *Parent Education; *Parent Participation

Presents the evolution of participation programs for Head Start parents which were conducted by the University of Hawaii Center for Research in Early Childhood Education from 1967-1968 through 1970. Each year's shifting emphasis was based on experience with programs tried earlier, on shifting interests of staff and particular communities involved in other aspects of the year's research program, and on aspects of the overall research design of that year. Programs of group meetings and individual home visits were explored. Various types of parent participation program in conjunction with curricular modules in the cognitive and motivational realms were assessed. The major conclusion is that broad generalization is not possible from small and short term attempts to alter parental attitudes and practices. Parent programs may not be the most effective way to improve cognitive abilities and behavior of preschool children.

2. Adkins, Dorothy C.; O'Malley, J. Michael. Continuation of Programmatic Research on Curricular Modules for Early Childhood Education and Parent Participation. Final Report. September 1971, 150p. ED 059 793

   Academic Achievement; *Curriculum Design; *Early Childhood Education; *Educational Research; Interaction Intervention; Language Instruction; Mathematics; Measurement Instruments; *Models; Motivation Techniques; Music Education; *Parent Participation; Physical Activities; Program Evaluation; Projects; Teacher Attitudes

Four projects, conducted as part of an ongoing programmatic research effort to develop and evaluate curricular modules for Head Start classes, are presented. Project A was an attempt to identify the effectiveness of an intervention approach that involved the introduction into two classes of curricula in language, mathematics, motivation, and parent involvement. The analysis of the combined curriculum effects on motivation suggested that the procedures used to evaluate the results may need to be supplemented in future intervention attempts by a more precise and more curriculum-related approach. The specific purpose of Project B was to introduce the motivation curriculum into three classes and to provide evidence for its further and more

comprehensive refinement. An evaluation of the direct effects of the curriculum on motivational variables again suggested the advisability of supplementing future evaluations with a more exacting and curriculum-related approach. In Project C, an experimental version of a music curriculum for Head Start children was introduced into two classes by itself and into two classes in combination with a physical activities curriculum. An experimental test of music achievement did not reflect the effects of the curriculum relative to a control group. Project D consisted of the development and presentation of an experimental physical activities curriculum by itself in two classes and with the music curriculum. Results were inconclusive.

3. Ainsworth, Mary D. Salter; And Others. Individual Differences in the Development of Some Attachment Behaviors. February 1971, 41p. ED 050 827

*Affective Behavior; Behavior Development; *Emotional Development; Home Visits; *Individual Differences; *Infant Behavior; Mothers; Observation; *Parent Child Relationship; Tables (Data)

This report is a portion of a study of attachment behavior: behavior promoting contact and/or proximity of an infant to his mother figure. This report deals specifically with crying, response to brief everyday separations from the mother and to her return, and behavior relevant to physical contact with her. The subjects, 26 infant-mother pairs from white, middle class families, were visited at home once every three weeks from 3 to 54 weeks, each visit lasting approximately four hours. From the observer's detailed notes, a narrative record was made of infant behavior and mother-infant interaction. The findings reported in quarter-year sets illustrate developmental trends, individual differences in the behavior of both mother and infant, and the relationship between maternal and infant behavior. The researchers conclude that (1) there are important qualitative differences in infant-mother attachment relationships; (2) no single criterion of attachment can serve as an adequate basis in all cases for determining the presence of infant attachment; (3) there is no present basis for assessing strength of attachment; and (4) mother-infant interaction seems to be linked to attachment behaviors and the quality of the attachment relationship. More than one-fourth of this document consists of references, footnotes, and tables.

4. Ainsworth, Mary D. Salter; And Others. Individual Differences in Strange-Situational Behaviour of One-Year-Olds. July 1969, 38p. ED 056 742

Anxiety; *Infant Behavior; *Mother Attitudes; *Parent Child Relationship; *Social Behavior; Tables (Data)

An unfamiliar or strange situation was used as a setting to highlight individual differences in an infant's responses to brief separations from his mother and his reactions to a stranger. Two groups were observed, one composed of 23 white, middle class mother-infant pairs, the other of 33 pairs. Eight episodes, presented in fixed order for all pairs, were used in which a baby faced an unfamiliar environment and also a stranger, both when his mother was present and when she was absent. Detailed conclusions are drawn from the test situations for three groups of mother-infant pairs: (1) babies whose mothers were sensitive to their needs and with whom there was harmonious interaction; (2) babies whose mothers consistently rejected them and with whom there was an unharmonious relationship; and (3) babies whose mothers interfere and also ignore them, but in which maternal rejection is either moderate or masked.

Availability: H.R. Schaffer (Ed). "The Origins of Human Social Relations." London: Academic Press. (In press)

5. Archambo, Judith P.; Briscoe, May E. Rural Child Care Project, 1968-1969 Research Evaluation. Volume II: Hypotheses 1-8. Final Report. October 1970, 233p. ED 055 682

*Academic Achievement; Child Development; Curriculum Development; Family Involvement; Followup Studies; Grade Equivalent Scores; Grade Repetition; Intellectual Development, *Parent Attitudes; *Preschool Programs; *Program Evaluation; *Rural Education; School Responsibility; Student Adjustment; Tables (Data)

The 1968-69 evaluation of Kentucky's Rural Child Care Project had 5 major objectives: to assess the relationship between a child's attendance in a Child Development Center and his subsequent intellectual performance and academic achievement in elementary school; to evaluate the impact of changes in the Child Development Program itself on participants' later academic achievement; to ascertain the relationship between familial values and achievement behavior in former project children; to continue assessment of the effects of combined homemaking and child development services on parents of children enrolled in the project; and to ascertain the impact of the project of the elementary schools of participating counties. Findings relating to the 8 hypotheses tested included the following: (a) that, during 3 years of public school, scores of 23 former project children showed a decline on the Stanford-Binet Intelligence Scale; (b) that scores on the California Achievement Test of former project children in grades 2 and 3 did not differ from their matched nonproject controls; (c) that there was

generally no difference between former project parents whose children were designated under- or over-achievers in terms of value orientations; (d) that current project parents who received combined homemaking and child-development services for 6 months did not increase their level of general morale more than comparable parents receiving only child-development services; and (e) that, while 2nd- and 3rd-grade teachers reported favorable attitudes toward the project, some also believed that project teachers should be better trained and that project children should be better disciplined.

6. Bertram, Charles L. A Comparison of Parents' Attitudes Toward AEL's "Around the Bend" and Other Children's Television Programs. December 1970, 16p. ED 052 842

*Educational Television; Home Visits; *Parent Attitudes; Preschool Children; *Preschool Programs; Questionnaires; Rural Areas; *Television Surveys; *Television Viewing

This study compared the parental appeal of the Appalachia Educational Laboratory's television program, "Around the Bend," with "Captain Kangaroo" and "Romper Room." Data was solicited from 150 parents of children in each of the three treatment groups of the Early Childhood Education Program: (1) children who observed the television program only; (2) those who watched the program and were visited at home once weekly by a paraprofessional; and (3) those receiving the TV program and the home visits, who were also exposed once a week to a mobile classroom. The survey forms were designed to determine which programs were viewed by the children, if parents watched the programs with the children, if parents thought the children enjoyed and/or learned from the programs, and if parents thought the different programs were good for the children. Parents were asked to rate the programs from the best to the very worst and give the program sponsors' names. Eighty-one percent of the 150 parents to whom forms were mailed responded. "Around the Bend" was rated best by 51% of the parents; "Captain Kangaroo," by 38% and "Romper Room," by 11%: The ratings varied among the parents of children in different treatment groups. Many of the children watched two or more children's programs each day. Many parents watched the programs with their children and felt that instructional television combined with home visits was an acceptable procedure for early childhood education. A summary of the AEL Early Childhood Program is available as PS 004 889.

7. Butler, Annie L. Recent Research in Early Childhood Education. August 1971, 13p. ED 058 970.

Academic Achievement; Cognitive Processes; Creative Thinking; Curriculum; *Early Childhood Education; *Educational Change; Educational Programs; Human Relations; Models; Objectives; Parent Child Relationship; *Parent Influence; *Philosophy; Program Evaluation; *Research; Stimulus Devices; Student Participation; Teacher Characteristics; Teacher Role; Teaching Techniques; Theories

This document reports on recent research in the United States in the field of early childhood education. The point is made that this research is characterized by conflicting ideologies and rapid change. This conflict revolves around such issues as the relative importance of direct instruction and incidental learning, the emphasis on cognitive learning as opposed to a more broadly based curriculum, and the emphasis on education for the future versus education more presently oriented. Researchers have been concerned with the effect of early childhood education on later school achievement. A decided factor in the results appears to be the degree of continuity or discontinuity between the early childhood and the later school program. A great deal of research supports the importance of the model which the parent sets for the child. In addition, the role assumed by the teacher makes a big difference. Teachers who are more resourceful stimulate more student cooperation, involvement, and activity. Early childhood education has also been widely accepted among its advocates as a contributor to better human relations. The growth of new early childhood education programs seems to be on the upsurge in the United States. Much of this growth is described as chaotic. However, it is concluded, education must contribute to the young child's self-fulfillment in the broadest sense, and early childhood education is a challenge to our best creative thinking.

8. Caudill, William; Frost, Lois. A Comparison of Maternal Care and Infant Behavior in Japanese-American, American, and Japanese Families. 1971, 26p. ED 057 153

Behavior Development; Caucasians; Child Care; Comparative Analysis; *Cross Cultural Studies; Early Experience; *Infant Behavior; Japanese American Culture; *Japanese Americans; *Middle Class Mothers; Observation; *Parent Child Relationship; Personality Development; Socialization; Verbal Development

PS 00571

Previous studies have shown that American mothers, in contrast to Japanese, do more lively chatting to their babies, and that as a result, the American babies have a generally higher level of vocalization and, particularly, they respond with greater amounts of happy vocalization and gross moter activity than do Japanese babies. Thus, it appears that because of different styles of caretaking in the two cultures, by three-to-four months of age the infants have already acquired culturally distinctive behaviors, and that this has happened out of

awareness and well before the development of language. This interpretation is challengeable on two grounds: (1) behavioral differences may be genetically determines; and, (2) social change happens within a particular human group, resulting in significant shifts in baby behavior. Comparable data obtained from Japanese-American mothers of the third generation and infants can provide information to help settle both of these arguments. Naturalistic observations were made on two consecutive days during 1961-1964 in the homes of 30 Japanese and 30 white American first-born three-to-four month old infants equally divided by sex and living in intact middle-class urban families. Data on the ordinary daily life of the infant were obtained by time-sampling. The behavior of the Japanese-Americans is apparently closer to that of the Americans than that of the Japanese.

Availability: William Lebra, Editor, Mental Health Research in Asia and the Pacific, Vol. III., East-West Center Press, Honolulu, Hawaii 96822.

9. Caudill, William. Tiny Dramas: Vocal Communication Between Mother and Infant in Japanese and American Families. March 1969, 43p. ED 048 927

Behavior Development; *Child Care; *Cross Cultural Studies; *Cultural Differences; Infants; Mothers; *Parent Child Relationship; Tables (Data); *Verbal Communication

Why do American infants have a greater amount of vocalization, and particularly of happy vocalization, than do Japanese infants? To answer this question, 30 Japanese and 30 American first-born, 3- to 4-month old infants equally divided by sex, and living in intact middle class urban families were observed in their homes on two consecutive days during 1961-1964. Two specific styles of child care were shown to be at work influencing the process by which learning of cultural expectations for behavior comes about. American mothers were busier, livelier, and differentiated in their response to their baby's happy or unhappy vocalizations. The Japanese mother's pace was more leisurely. She was more attentive to the baby when he was going to sleep or waking up and less responsive to vocalization in general. Apparently, these differences in maternal style of child care elicit behaviors from infants that are in line with later expectancies for behavior in the two cultures. A followup study of the first 20 of these same children in each culture as they became 2 1/2 and 6 years of age is being completed. It is expected that the early differences in behavior seen in infancy will continue along the lines laid down by the two cultures. [Not available in hard copy due to marginal legibility of original document.]

10. Cecil, Henry S.; And Others. The Psychological Effects of Pregnancy and Neonatal Health Threats on Child Development. 1969, 31p. ED 048 921 (MF only)

Behavior Development; *Behavior Problems; Child Development; Economically Disadvantaged; *Health; Infants; Intervention; Medical Services; *Mother Attitudes; *Parent Child Relationship; Parent Influence; *Prenatal Influences; Social Services; Tables (Data)

This study followed a small group of children exposed to pre- and perinatal health threats to determine whether any psychological effects of the health threat could be identified and if so, whether there is potential in pediatric care to prevent such consequences. The 67 infants were all members of low income families. The tests used included the Parental Attitudes Research Instrument (PARI) and maternal interval histories (about financial stress, housing difficulties and illnesses) taken every four months. Interval histories on the children's behavior were taken when the children were 18 months old. The findings indicate that maternal concern about health or outcome increases the likelihood of deviant behavior in children with histories of threat. These concerned mothers can be identified at the point of stress for intervention due to their fears of loss or defect in their children. Though environmental stresses do not increase the incidence of deviations, they may obscure for the physician the effect of maternal concern about a health threat. Intensive social work service in collaboration with the medical care is required if an intervention program is to reach vulnerable mother-infant pairs. [Not available in hard copy due to marginal legibility of original document.]

11. Champagne, David W.; Goldman, Richard M. Simulation Activities for Training Parents and Teachers as Educational Partners: A Report and Evaluation. February 1971, 31p. ED 048 945

Educational Programs; Feedback; Group Instruction; *Parent Education; Parent Teacher Cooperation; *Positive Reinforcement; Program Evaluation; *Role Playing; *Simulation; Teacher Attitudes; *Teacher Education; Teaching Skills; Teaching Styles

This report summarizes a program to help parents learn some specific teaching skills to help their children learn. To develop a positive reinforcement teaching style was the basic objective because it is both the most simple style to learn and the most powerful style for building success in learning. Role-play stimulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Teachers were

trained for three days on materials explaining program purpose, strategies, role-play experiences, and the kinds of sensitivity necessary to be effective teachers of parents. Each of these teachers trained three to five parents for 2 1/2 days. Next, the parents under direct supervision of the professional teachers taught kindergarten age children in a Head Start summer program. Evaluations of the program were conducted utilizing: (1) analysis of audio-taped samples of parents' teaching, (2) written observations of parents' and teachers' training, (3) daily logs and interviews with teachers and supervisor. Eleven of the 12 parents increased their use of positive reinforcement. Eight of the 12 parents increased the variety of reinforcers used. Appendixes and tables included.

12. Coates, Brian; And Others. The Stability of Attachment Behaviors in the Human Infant. 1971, 21p. ED 057 911

*Infant Behavior; Mothers; *Parent Child Relationship; *Social Development; Testing;

The stability of eight attachment behaviors was investigated in two samples of infants. One sample observed at 10 and 14 months of age, the other sample at 14 and 18 months. For each testing period, the infants were observed during two sessions: (a) in the presence of the mother; and (b) before, during, and after a brief separation experience. Correlational analyses were performed to assess within-session stability, day-to-day stability, and stability across a 4-month period. There was little stability of any kind for visual regard and vocalizing to the mother or in crying and three behaviors indicating orientation to the locus of the mother's disappearance. In contrast, both short- and long-term stability were found for touching and proximity to the mother. The results point to the hypothesis that attachment behaviors do not form a uniformly stable system in 10-, 14-, and 18-month-old infants.

Availability: Brian Coates, Department of Psychology, University of North Carolina, Chapel Hill, North Carolina 27514.

13. DeBord, Larry W. Structure of Occupational Experience, Paternal Values, and Son's School Adjustment. Final Report. September 1970, 26p. ED 051 505

*Caucasians; Child Development; Childhood Attitudes; *Child Rearing; Cultural Differences; Educational Background; Family Influence; *Fathers; Negro Attitudes; Negro Employment; *Negroes; Parent Attitudes; Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; *Social Differences; *Work Experience

The major focus of this study is upon the operation of the occupational experience of father, wife, and the friendship network of the father in forming childrearing values of Negro and white fathers of lower, working and middle status. Beyond this, the relationships between childrearing values and paternal participation in the son's development are examined, as is the relationship between childrearing values and son's achievement. A sample of 448 black and white male heads of household with male children between the ages of 5 and 21 were included in the analysis, the data for which were obtained from a semi-structured interview schedule. The findings indicate that: (1) although occupation and childrearing values are significantly correlated for both Negro and white samples, occupation exerts an independent influence upon values among Negroes only; and (2) among Negroes, financial stability both in the present and over generations is very important as an explanation of variation in achievement levels.

14. Doris, John; And Others. Separation Anxiety in Nursery School Children. September 1971, 15p. ED 055 670

*Anxiety; *Behavior Rating Scales; Middle Class; *Nursery Schools; Parent Attitudes; *Parent Child Relationship; *Preschool Children; Teacher Attitudes

In an effort to learn more about the child prone to anxiety when separated from his parents, 60 3-year-old, predominantly white, middle class children were subjects of a parent-teacher study. Each parent completed a scale of 25 items on which his child's anxiety was rated just prior to the child's entrance into nursery school. A teacher-rated scale was then devised to measure the child's separation reaction in the school and was completed for every child immediately at the end of each school day over a 2-week period. (Additional ratings were made later on in the year.) Results indicate that parental ratings of children before entry into nursery school correlate highly with the teachers' ratings. This suggests that separation anxiety prone children can be identified with considerable efficiency before their entry into nursery school. Although later ratings showed lower levels of anxiety in children, correlations remained significant. Tables comprise half the document. A copy of the Parental Anxiety Rating Scale is also included.

15. Early Patterns of Parent and Child Behavior: Can We Identify High and Low Risk Combinations? Paper presented at the meeting of the Academy of Pediatrics, Chicago, Illinois, 1971. 22p. ED 058 950

*Behavior Patterns; *Child Psychology; Discipline; *Early Childhood; *Factor Analysis; Health; Individual Characteristics; Interaction Process Analysis; Interviews; *Parent Child Relationship; Predictive Validity; Preschool Children; Problem Solving; Questionnaires; Socioeconomic Status

This study addresses itself to the development of a valid method for identifying a high-risk group of preschool children. The design used is longitudinal and attempts to relate early child and parent behavior patterns to various outcome measures as the child grows older. This paper reports the behavior patterns of a group of two-year-olds and how their parents are responding to them, and attempts to predict how these early patterns will relate to later measures. The sample was recruited from families receiving their pediatric care from two groups of pediatricians practicing private medicine. Sample requirements included: (1) The child must be free of chronic illness or disability, and between the ages of 21 and 27 months inclusive at the time of the home interview; (2) Approximately equal numbers of boys and girls were to be recruited; (3) The families were to have both parents present, be economically self-sufficient, and the mother not working full time; and (4) The sample should include as broad a spectrum of childrearing practices as possible. For each person (mother, father, child) the individual items and summary scores describing the behavior of the person in question were factored and various solutions rotated and examined until a solution was chosen as likely to be most useful for predictive purposes and open to verification by direct observation. Factors chosen for study included: (1) aggressive resistant, (2) toilet training and bedtime problems, (3) appraoch, and (4) withdraw.

16. Elbow, Linda. A Study in Child Care (Case Study from Volume II-A): "Good Vibes." Day Care Programs Reprint Series. November 1970, 61p. ED 051 894

*Community Action; Community Involvement; *Community Services; *Day Care Programs; *Day Care Services; Financial Support; Organization; *Parent Participation; Parent Reaction; Program Descriptions

The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit.

Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material.

17. Gordon, Ira J.; Guinagh, Barry J. A Home Learning Center Approach to Early Stimulation. February 1969, 22p. ED 056 750

Cognitive Development; Data Collection; Economically Disadvantaged; *Home Programs; Language Development; Longitudinal Studies; Mothers; Nonprofessional Personnel; *Parent Education; Personality Development; *Preschool Children; *Self Concept; Social Relations; *Stimulations; Tables (Data)

The overall aim of this project is to continue the investigation of the effectiveness and practicability of a home-centered technique for cognitive, language and personality development of mother and child to help break the poverty cycle. The plan represents an innovation in family services which, if effective, would extend the reach of the professional and, in the long run, reduce the needs for such services as participants become more capable of meeting their own needs. The home or "backyard" center is the home of a mother in the project, who comes from the disadvantaged population. Workload consists of four days (eight sessions) with children and one day of in-service educational training. Although aides and advocates are used in a variety of projects, the type of professional responsibility, decision making and role assignment of the non-professional in this project is unique. The research plan of the project, methods of procedure, treatment plan, development of materials, home center, and parent education are topics discussed in this report.

18. Gordon, Ira J. A Home Learning Center Approach to Early Stimulation. July 1971, 66p. ED 056 760

Cognitive Development; Economically Disadvantaged; Flow Charts; *Home Programs; *Home Visits; *Infants; Instructional Materials; Mothers; Nonprofessional Personnel; *Parent Education; Parent Role; Personality Development; Self Concept; *Stimulation; Tables (Data)

Approximately 258 mothers and their children (aged 3 months to 3 years) participated in a home visit program using paraprofessionals as home visitors on a once-a-week basis in the first two years of life, combined with a small-group setting for four hours a week for children 2 to 3 years old. Findings indicate that such a Home Learning Center approach to early stimulation can lead to (1) improved cognitive performance of the children as a function of time in the program and (2) positive attitudes and behaviors of mothers toward their children. The relationships between maternal attitude and behavior to child performance found at ages two and three provide support for the development of parent-oriented service programs.

19. Gordon, Ira J.; And Others. Instructional Strategies in Infant Stimulation. December 1970, 23p. ED 056 751

Cognitive Development; Economically Disadvantaged; Home Visits; *Infants; Language Development; *Mothers; Nonprofessional Personnel; *Parent Education; Parent Role; Professional Personnel; Sex Differences; *Stimulation; Tables (Data); Teaching Models; *Teaching Styles

This document is a first year report on a project which examines the effectiveness of (1) teaching the mother versus teaching the infant, and (2) using a professional versus using a paraprofessional as the intervening agent. Also being studied is the relationship between the sex of the infant and the way he is taught and the effectiveness of systematic observation of teaching behavior on the behavior of the intervenor. The 3-year study began in March, 1970, with planning and recruitment of 200 lower class mothers and their infants. Eight paraprofessionals and 8 graduate students were employed half-time to serve as parent educators. The entire study is to be completed by December 1971, at which time data will be analyzed and included in a final report. In this report, specific hypotheses to be tested, the general study design and a plan for data collection are detailed.

20. Gordon, Ira J.; And Others. Reaching the Child through Parent Education: The Florida Approach. [1969], 130p. ED 057 880

Child Development; *Disadvantaged Youth; Early Experience; Economic Disadvantagement; Environmental Influences; Family Environment; Indigenous Personnel; Infant Behavior; *Infants; *Intervention; Mental Development; Mothers; Parent Child Relationship; *Parent Education; Research Projects; *Stimulation; Verbal Development

Activities of the Institute for Development of Human Resources provide the information contained in this document. This first large-scale project of the institute was in parent education of disadvantaged mothers in the north central Florida area. The purpose of the project was to investigate a way in which early intervention into the lives of babies might break the poverty cycle, the intervention technique being the use of disadvantaged women in teaching mothers how to stimulate their infants. As a result of this project, the institute became one of the program sponsors for the Follow Through Program, which reflects the synthesis of strong institute interests--parent education, cognitive and language development, and systematic observation. The 11 papers of which this document is comprised represent individual studies resulting from either the original project or from the Follow Through Program. The chief topics of discussion are: The Disadvantaged Infant; and The Parent Educator as a Paraprofessional Agent of Change in the Education of the Disadvantaged.

21. Greenglass, Esther Ruth. A Cross-Cultural Study of the Relationship Between Resistance to Temptation and Maternal Communication. [1968], 28p. ED 057 141

*Catholic Parents; Conflict; Conformity; Content Analysis; *Cross Cultural Studies; Discipline; *Elementary School Students; Games; Interaction Process Analysis; *Parent Child Relationship; *Socialization

The primary purpose of the present investigation is to study the relation between maternal communication and the child's resistance to temptation during an experimental task, among Italian and Canadian families. The nature of maternal communication was assessed by analyzing the verbal behavior of the mother while in discussion with her child. A series of mother-child pairs were given three experimental tasks which required that mother and child reach a concensus. The tasks were designed so as to stimulate discussion between mother and child, as well as to provide the mother with an opportunity to exercise her authority over her child. The discussions between mother and child were analyzed according to a schema based on the assumption that there are four basic functions of human speech: to teach, to please, to demand, and to defend oneself. An additional purpose of the study was to determine the relationship between the nature of maternal and paternal control and the child's resistance to temptation. The extent and nature of familial control was assessed by means of a questionnaire which was filled out by the child. Positive control is defined as the encouragement of the child to feel some responsibility toward some positively defined goal. Negative control is defined as a barrier, limitation, or restriction imposed by the parent on the child's activities.

Availability: Esther R. Greenglass, Dept. of Psychology, York University, 4700 Keele St., Downsview, Ont., Canada (Free of Charge)

22. Head Start Preschool Child Development Program Evaluation Report for 1970-71. Economic and Youth Opportunities Agency of Greater Los Angeles, Calif. July 1971, 199p. ED 061 999

*Child Development; Economically Disadvantaged; Educational Finance; Emotional Development; Goal Orientation; Health Services; *Improvement Programs; Mental Health; Models; Motivation; Nutrition; Objectives; Parent Education; *Parent Participation; Physical Health; *Preschool Children; *Program Evaluation; Research; Skill Development; Social Development; Social Disadvantagement; Volunteers; Youth

An evaluation of a youth and economic opportunities agency's improvement program for preschool children is presented. Objectives of the Head Start program include: (1) Improving the child's physical health and abilities, (2) Helping the emotional and social development of the child, (3) Improving the child's mental processes and skills and establishing patterns and expectations of success for the child; (4) Involving parents in the decision making process for the program, and (5) Parent education. Program achievements include: training and education, parent participation, health services, psychological services, nutrition program, social services, career development, volunteer services, and research and evaluation. Conclusions include: (1) The program had a high attendance rate and substantial parent involvement; (2) Snacks and hot lunches were provided daily; (3) Over half of the children were tested for vision, hearing and TB; (4) The program provided employment for 464 previously unemployed people; and (5) The program encouraged staff members to continue or resume their education. Recommendations include: (1) Increase program training for parents; (2) Increase the mental health budgets, (3) Develop and fund a model program, and (4) Develop a procedure for random follow-up of Head Start Children.

23. Hoffman, David B.; And Others. Parent Participation in Preschool Daycare. 1971, 227p. ED 054 863

*Day Care Programs; *Day Care Services; *Decision Making; Home Visits; Instructional Staff; Objectives; Parent Education; *Parent Participation; *Parent Role; Policy Formation; Program Descriptions; Volunteers

According to a recent census, over 46 percent of all American women today are employed outside the home. A growing number of these women and their families are turning to daycare programs for assistance

in caring for their children. Researchers find that parents want decision-making roles in the programs which affect their children; they want to help establish the criteria to be met by the staff; they want to influence or control the hiring and firing of staff. Parents are particularly concerned that males, including teenagers and grandparents, be included on the staff. There is a strong concern to establish continuity between the home and the center through the parent's involvement in the child's educational activities in the home and at the center. A broad concept of parent participation is needed and examples and practical suggestions are given for effectively involving parents in all aspects of daycare. Exemplary programs are described extensively. A comprehensive reference list and four appendixes supplement the main work. The first appendix provides a list of concerns voiced by parents; another includes the parent involvement questionnaire; a third appendix provides brief abstracts of several interesting programs which were not discussed in the body of the study. The fourth appendix, an address list, is provided for readers who wish to obtain a more comprehensive, sophisticated and updated understanding of individual programs.

24. Huntington, Dorothy S. Programs for Infant Mothering to Develop a Sense of Self and Competence in Infancy. April 1971, 19p. ED 056 748

*Child Care Workers; Day Care Services; Disadvantaged Groups; Emotional Development; Foster Homes; Home Visits; Infants; Intellectual Development; *Intervention; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Participation; *Self Concept; Socialization

Intervention programs for the disadvantaged should be based on an understanding of the behavior and attitudes of people in poverty. Poor people share a sense of hopelessness and helplessness, a lack of belief that they can change their situations, and low self-esteem. Programs to train child care workers who are themselves disadvantaged (parents, foster home mothers, day care and institutional staff) should show trainees that what they are doing is important, and that how they stimulate and interact with the children in their care can vitally affect the children's development and chances for the future. This objective can be accomplished by involving parents and staff in decision making, showing respect for them as individuals and respect for what they know, and discussing with them the babies' preferences and individual styles. To effect meaningful and lasting changes in children, parents must be involved in intervention programs. Such programs should stress respect for cultural differences and for parents' choices on how to raise their children, coupled with constant and intensive support for the caregivers.

25. Keele, Reba; Harrison, Grant V. A Comparison of the Effectiveness of Structured Tutoring Techniques as Used by Parents and Paid Student Tutors in Teaching Basic Reading Skills. April 1971, 20p. ED 051 967

Beginning Reading; Comparative Analysis; Criterion Referenced Tests; *Cross Age Teaching; Grade 1; High School Students; Kindergarten; *Parent Participation; *Reading Research; Teaching Guides; *Tutoring; *Word Recognition

A tutoring guide prescribing procedures for teaching naming and sounding of letters and decoding of nonsense words was developed. A sample group of kindergarten and first graders was randomly assigned to experimental and control groups. The tutoring guide was distributed to chosen tutors (parents and high-school students). The tutors met with the children about four times a week, 15 minutes in each session, until the child achieved mastery of naming, sounding, and decoding. The tutors received no formal training and the tutoring was supervised. Six weeks later all children were tested individually on specified criteria, and results were analyzed on each of the three skills. It was found that the difference of mean scores between tutored groups and nontutored groups was not significant for naming, but significant at the .01 level for sounding and decoding: the difference of mean scores between the kindergarten and first grade groups was not significant for naming and decoding, but significant at the .01 level for sounding. The study also indicated no significant difference between the mean gain of subjects tutored by parents and those tutored by high-school students. Tables and references are included.

26. Kitano, Harry. Measurement of Change in Social and Personal Attitudes of Parents of Children in Project Head Start. [1969], 37p. ED 056 759

*Changing Attitudes; Compensatory Education Programs; Evaluation; Individual Development; Mexican Americans; *Parent Attitudes; *Parent Participation; *Preschool Programs; Questionnaires; *Social Attitudes; Tables (Data)

The project reported in this paper has 3 facets and is part of a larger one focused on finding out how to improve the prediction for scholastic success of children from disadvantaged populations. The first paper reports on a pilot study of the effect of parent participation in Head Start on subsequent utilization of community resources. It is also concerned with how parents view Head Start personnel and how individual staff members view each other. While it was demonstrated that parents did change as a result of their participation in the program, the measures used were necessarily crude. An important aspect of the project is concerned with the development and validation

of an instrument which will be sensitive to these important changes. The second section reports the rationale and approach to the development of an instrument to measure pre-post changes in parental attitudes, especially in the area of alienation. The third facet is concerned with an experiment to test the value of special instruction in producing more effective modes of home teaching in parents of disadvantaged children. The first step has been the preparation of an instrument to measure parental attitudes toward the Head Start program. This instrument and the description of the study are included as the third report in this section.

27. Lewis, Michael. Sex Stereotypic Behavior in Infants: An Analysis of Social-Interpersonal Relationships. 1971, 17p. ED 057 904

Behavior Patterns; Child Development; *Infants; Parent Attitudes; *Parent Child Relationship; Personality Development; Prenatal Influences; Psychological Patterns; Research; *Sex Differences; Social Attitudes; *Socialization; *Social Relations

This paper discusses the processes that are at work which produce some of the differences between male and female human beings. The sex of the child is an important attribute of the organism's identity. Before birth, parents express preferences for the sex of the unborn child and start providing names as a function of the sex of the child. Studies of fetal behavior indicate that if the fetus is active, the mother interpreted this as a sign that the child was more likely to be male than female. Before the child is born and after, the parents and community respond to that child in a sex differential fashion. Of concern here is in what way are these early sex differential parental behaviors transmitted to the child and what kinds of infant behaviors are a consequence of them? In the subsequent discussion in this paper, an attempt is made to demonstrate that in many aspects of the child's behavior there are early and profound differences in the infant's behavior as a function of its sex. For the first few months of life, boys receive more proximal behavior than do girls; however, by six months of age, this has reversed itself. By the end of the first year of life, girls touch and stay close to their mother significantly more than do boys. One method of socializing the young child is to turn the infant to a position facing away from and not touching the mother. The data indicated that in our society women have more freedom of action and more available choices in social interpersonal relationships.

28. Lewis, Michael; Wilson, Cornelia D. Infant Development in Lower Class American Families. April 1971, 24p. ED 049 836

*Behavior Patterns; Caucasians; Child Rearing; Cognitive Development; *Infant Behavior; Lower Class; Middle Class; Middle Class Mothers; *Mothers; Negroes; Negro Mothers; *Parent Child Relationship; Social Class; *Social Differences

This study was conducted to observe the effects of social class on the interaction of mothers and their 12-week-old infants. Data on the infants' cognitive and attentive behavior was also obtained. Each of 32 white and black infants from five different levels of social class was observed at home for two full hours of waking time. Observed infant behavior included move, vocalize, fret/cry, play, noise, and smile. Findings indicate that lower SES infants vocalize and smile more and fret/cry less than upper middle SES infants. Maternal behaviors of touch, hold, smile, look, and play were more frequent among lower SES than middle SES mothers, and lower SES mothers spend more time watching TV than the middle SES mothers. There is a relatively strong relationship between infant and maternal behavior. Middle SES mothers vocalize when their infants vocalize, touch and hold them when they fret and watch them play. Lower SES mothers tend to touch their infants when they vocalize, when they cry and when they are at play. There were no class differences on the two infant mental tests. Performance on a measure of attention indicated that two-thirds of the middle class infants failed to show response decrement while all the lower class infants demonstrated response decrement. In general, this study supports the presence of social class differences in terms of both cognitive and attentive behaviors.

29. Luetgert, M.J.; Greenwald, Barry S. Child Rearing Antecedents of Identification Model in Young Adult Men: Dominance and Emotional Intimacy. [1970], 10p. ED 059 507

*Child Rearing; *Family Relationship; *Identification (Psychological); *Males; *Parent Child Relationship; Power Structure; Sex Differences

Seventy-five male Ph.D. candidates were interviewed individually to determine which parent seemed more influential as an identification model. The interview also yielded judgments as to which parent offered more emotional intimacy and which parent was dominant in the family. A chi-square analysis between these characteristics and judged identification model yielded the following significant findings ($p < .05$): (1) subjects were judged similar to the parent they recalled as having provided a closer emotional relationship; and (2) subjects were judged similar to the parent who is remembered as being more dominant in the family. In addition to supporting and extending

earlier findings regarding the influence of nurturance and power characteristics on identification, the present data suggest that emotional intimacy and dominance are characteristics whose reinforcement value for adults depends in part on the culturally defined sex of the model.

30. Lusk, Diane; Lewis, Michael. Mother-Infant Interaction and Infant Development Among the Wolof of Senegal. March 1971, 21p. ED 051 885

*Age Differences; *Child Development; Cognitive Tests; Cross Cultural Studies; *Infant Behavior; *Infants; Observation; *Parent Child Relationship; Psychomotor Skills

Ten mother-infant dyads were observed in their homes for four hours each during one month in order to measure interactive aspects of their behavior. Demographic data are included for the participating families, who are members of the Wolof in Senegal, Africa. For this study, interaction was defined as a sequence of behaviors involving both caretaker and infant which fell (a) within one 10-second time column or (b) extended over two or more time columns but which the observed judged to be a continuous sequence. Six different infant behaviors (fret/cry, extreme movement, look, vocalize, smile, touch) and five adult behaviors (touch-gross, touch-fine, vocalize, smile, approach) were recorded. After collecting the observational data, the new Bayley Scales of Infant Development were given to the infants in their homes. The most important result to emerge was that the pattern of caretaker-infant interaction was related more strongly to the age of the infant than to any other variable investigated. The results of the developmental testing are in agreement with other findings that African infants show precocious development within the first year. No relationship between the interaction measures and tests of cognitive and motor skills was found.

31. Michael, John A. Conceptions of Childhood and Parent Participation in Schools. September 1971, 70p. ED 056 138

*Childhood Attitudes; *Minority Groups; *Parent Participation; Social Attitudes; *Social Class; Social Values

The study identifies two cultural sources of motivation for parental participation in the educational lives of their children--socio-economic sentiments and age norms. Focusing principally on the latter, the thesis is that family responsibility for socialization and social control of youth to the status of child influences the quality and

quantity of parents' school participation. Within this broad thesis, this paper specifies and tests five hypotheses by examining variations in the rate of parent participation with survey data on urban-slum residents with 10 19-year-olds in the household. The study also uncovers evidence of greater normative emphasis on socialization and social control to childhood among affluent and Jewish families, although these same groups, in contrast to poor families, seem to emphasize socialization to socioeconomically relevant statuses.

32. Miller, Thomas W. Communicative Dimensions of Mother-Child Interaction as They Affect the Self Esteem of the Child. September 1971, 11p. ED 054 287

Cultural Factors; Individual Development; Inner City; Measurement; *Nonverbal Communication; Parental Background; *Parent Child Relationship; Racial Factors; Self Actualization; *Self Esteem; *Social Factors; Social Influences; Socialization; Socioeconomic Status; Suburbs; *Verbal Communication

The effects of verbal and non-verbal parental behavior on the self esteem of the child were explored by means of a stratified random sampling of schools in a large metropolitan area in Northeastern United States. A Parental Response Inventory was first developed. This is a structured inventory consisting of 12 prepared situations and a choice of four alternatives for each situation. Six of the situations involve behavior of a positive nature, six of a negative nature. This and other measures to assess verbal response patterns of mothers and the self esteem of children yielded the following results. A significant relationship exists between maternal descriptiveness in negative situations and the self-esteem of the child. Significant differences are observed between the inner-city black sample and suburban white sample. Measures to assess non-verbal parental behavior and its effects on the self esteem of the child indicate a significant relationship between maternal empathy, genuineness, and positive regard toward the child and his level of self esteem. Thus, another aspect of socio-cultural significance related to child-rearing has been identified and measured. [Because of the print quality of the original, this document will not be clearly legible when reproduced.]

33. The New York State Experimental Prekindergarten Programs. Summary Report, 1969-70. New York State Education Dept., Albany. November 1970, 55p. ED 049 814

*Cognitive Development; Differentiated Staffs; *Disadvantaged Youth; Emotional Development; Health Programs; Home Visits; Inservice Education; Nutrition; *Parent Participation; *Preschool Programs; *Program Evaluation; Questionnaires; Recruitment; Selection; Social Development; Speech Evaluation; Tables (Data)

This fourth year report summarizes the services rendered during 1969-1970 by the New York State Experimental Prekindergarten Program and includes a partial evaluation of the accomplishments of the program as compared to its stated goals. The report is based on questionnaire responses by 49 of the 50 programs, including New York City. Because of its complexity, the New York City data is presented in a separate section. Seven demonstration centers for inservice education are included in the 50 programs. Answers to the survey questionnaire provide anecdotal records, statistical data, and subjective descriptions of techniques used to achieve goals. Topics covered are: recruitment and selection of children; planning and programing in the classroom; parent involvement; evidence of growth and development; and planning for continuing goals in kindergarten and primary programs.

34. O'Keefe, Ann. The Home Start Program: Guidelines. December 1971, 20p. ED 058 948

*Child Development; Community Services; *Early Childhood Education; Family Characteristics; *Home Instruction; Parent Education; *Parent Participation; *Program Guides; Staff Orientation

The Home Start Program objectives are: (1) to involve parents directly in the educational development of their children; (2) to help strengthen in parents their capacity for facilitating the general Development of their own children; (3) to demonstrate methods of delivering comprehensive Head Start-type services to children and parents for whom a center-based program is not feasible; and (4) to determine the relative costs and benefits of center- and home-based comprehensive early childhood development programs, especially in areas where both types of programs are feasible. This guide presents: Home Start Program Components and Requirements; The Delivery of Home Start Services; Selection of Home Start Program Locations; Recruitment of Families for Home Start; Training of Home Start Staff; Administration of Home Start Programs; and Evaluation.

35. Osofsky, Joy D.; Oldfield, Susan. Children's Effects Upon Parental Behavior; Mothers and Father's Responses to Dependent and Independent Child Behaviors. September 1971, 10p. ED 056 769

*Behavior Patterns; Children; Fathers; Females; Middle Class; Mothers; *Parent Child Relationship; Positive Reinforcement; *Preschool Children; *Reactive Behavior; Verbal Communication

A primary purpose of the present study was to further investigate the effects of children upon parents in order to gain a better understanding of the interactional relationship between parents and children. Subjects were 42 middle and upper-middle class parents and their daughters. Mothers and fathers were first observed separately with their child in structured and unstructured interaction situations. Each parent was also interviewed separately concerning child-rearing attitudes and behaviors. Interviews were videotaped. As predicted, children's task behaviors (both dependent and independent) resulted in different parental responses. Mothers and fathers interacted more, both verbally and physically, when the children acted dependent. Fathers seemed to reinforce daughters' dependent behaviors more than mothers did, but were less controlling than mothers when the child acted dependent. The differences in parental response may relate to parents' differential involvement or expectations for their children. Whatever the explanation, both mothers and fathers should be studied directly to gain understanding of the similarities and differences in parental behavior and the parent-child relationship.

36. Parent Involvement in School Programs. Bibliographies in Education, Number 18. Canadian Teachers' Federation, Ottawa (Ontario). Research Div. February 1971, 33p. ED 054 270

*Bibliographies; *Educational Programs; Family School Relationship; Lower Class Parents; Middle Class Parents; Mothers; Parental Background; Parental Grievances; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation

This bibliography of publications concerning parent involvement in school programs, prepared by the Canadian Teachers' Federation, is organized in three sections: (1) books; (2) articles; and, (3) theses. Abstracts of material with an "ED" number may be found in "Research in Education." If marked "Available ERIC," hard copy or microfiche copies may be purchased through the Education Document Reproduction Service of the ERIC system. Sources consulted in preparing this bibliography include "Canadiana" (National Library), the "Canadian Education Index" (CCRE), the "Cumulative Book Index" (Wilson's), the "Current Index to Journals in Education" (CCM), the "Directory of Education Studies in Canada" (CEA), the "Education Index" (Wilson's), "Education Studies Completed in Canadian Universities" (CEA), "Research in Education" (ERIC), and Research Studies in "Education" (Phi Delta Kappa). The period covered is approximately five years through 1970. The following information is provided for each publication listed: title, author, editor, or compiler; organizational affiliation; availability; number of pages; and, date of publication.

37. Plumer, Davenport. Parent-Child Verbal Interaction: A Study of Dialogue Strategies and Verbal Ability. February 1971, 44p. ED 049 824

*Family Environment; Home Visits; Language Development; Language Skills; Mother Attitudes; *Parent Child Relationship; Socioeconomic Background; Tape Recordings; *Verbal Ability; *Verbal Communication; *Verbal Learning; Verbal Tests

To develop and test a scheme for analyzing adult-child verbal interaction, tape recordings of such interactions were made in 12 homes representing high verbal ability and average verbal ability. Dialogues obtained were coded in nine categories of utterances, and their frequency and patterning were related to the verbal ability of the 12 7 1/2- to 8 1/2-year-old male subjects. These children were part of a longitudinal study of the pre and post-natal period as it relates to learning abilities and disabilities, and had been tested on verbal ability at age 4 and at age 7. A complete medical, social, and psychological history was also available for each child. Data from the present research included seven hours of tape from each family, representing 21 20-minute sessions; the family's commentary on each of the sessions; the researcher's notes from home visits; and the mothers' attitude responses to a questionnaire. Apparent within-group differences produced very large standard deviations and hence findings of non-significance. It was concluded that further naturalistic study would be productive, but that tighter experimental controls should be established.

38. Radin, Norma. Childrearing Practices and Cognitive Development in Lower-Class Preschool Children, May 1970, 17p. ED 055 671

*Child Rearing; *Cognitive Development; Intellectual Development; Intelligence Quotient; Lower Class; *Mother Attitudes; Motivation; *Parent Child Relationship; Positive Reinforcement; *Preschool Children

This document reports an investigation of the relationship between maternal practices as observed in the home and the cognitive development of young children from low-income families. The purpose of the study was to determine if lower-class material warmth was associated with intellectual growth of the child. Fifty-two lower class mothers were observed interacting with their 4-year-old children at home. The children, involved in a compensatory preschool program, were pretested and posttested on the Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test. Maternal behaviors reflective of warmth were tallied and correlated with the child's IQ and teacher ratings of his behavior. The maternal warmth variable correlated significantly with initial IQ, IQ gain in preschool, and teacher rating of academic motivation.

39. Radin, Norma. Father-Child Interaction and the Intellectual Functioning of Four-Year-Old Boys. 1971, 27p. ED 057 909

Caucasians; *Child Rearing; *Fathers; *Intellectual Development; Intelligence Quotient; Lower Class; Males; Middle Class; *Parent Role; *Preschool Children; Social Differences

To determine the relationship between parental childrearing practices, sex-role preference, and intellectual functioning in young boys, 21 lower class and 21 middle class white fathers were observed at home interacting with their 4-year-old sons. The Binet, the Peabody Picture Vocabulary Test, and Brown's "It" Scale were subsequently administered to the children. In the total sample, the boys' IQ was positively correlated with paternal nurturance, and negatively correlated with paternal restrictiveness. Both correlations were significant. Together, nurturance and restrictiveness accounted for over one-third of the variance in IQ. Sharp class differences were found including a significant negative association in the lower class subsample between IQ and a male sex preference.

Availability: Norma Radin, School of Social Work, University of Michigan, Ann Arbor, Michigan 48104.

40. Radin, Norma. Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children. May 1971, 16p. ED 052 831

Behavior Rating Scales; Cognitive Development; Discussion Groups; Followup Studies; Mothers; *Parent Attitudes; *Parent Influence; *Parent Participation; *Preschool Programs; *Program Effectiveness; Testing; Tutoring

To determine the effect of different amounts of parental involvement 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gains on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation.

41. Ravey, Phyllis; And Others. A Study in the Utilization of Technologically Advanced Techniques for Teacher-Parent-Child Assessment. Final Report. December 1969, 16p. ED 053 818

*Behavior Rating Scales; Classroom Environment; *Classroom Observation Techniques; *Parent Participation; Parent Role; *Parent Teacher Conferences; Student Behavior; *Video Tape Recordings

This report describes a pilot study in the use of video tape as a recording and reporting device for a child's responses in a learning situation. It was believed that video tape could be used as an improved means of home-school communication. Nineteen 5-year-old subjects in groups of six were videotaped for 12-minute segments in actual classroom situations. At a scheduled parent-teacher conference, both parents of each child (separated by a screen to eliminate partner influence) viewed the tape and recorded 5 specific items of their child's behavior on the form provided. Student behavior categories were: (1) intent on ongoing work, (2) remark which is task oriented, (3) non-task oriented remark, (4) daydreaming, and (5) fidgeting. Using the tape method, parents were able to see their child's problems and potentials directly and without initial elaboration by the teacher at the parent conference. Parents initiated the comments and the teacher became a participant in the evaluation rather than the judge. Parents compared their tabulations after viewing the tape, often revealing inconsistent expectations between parents. Fathers were usually responsive to more items in a given segment of time than the mothers. Study findings suggest that use of video tape might help identify a child's learning pattern or consistent school life pattern.

42. Rothenberg, Barbara B. A Pilot Study of Young Children's Coping Strategies. Final Report. November 1971, 130p. ED 059 515

*Adjustment (to Environment); *Child Development; Children; *Parent Child Relationship; *Peer Relationship; Personal Adjustment; *Personality Development; Social Adjustment

This study deals with the development of techniques to measure the area of childhood personality development known as coping ability. Coping ability can be seen in children's ways of handling unfamiliar and stressful situations and is a skill that is seen as likely very influential in an individual's total development, both social-emotional and cognitive development. The report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording, and categorizing coping were also presented. The objectives of this pilot study were to determine whether a useful set of contrived or staged techniques could be developed that would elicit many of the coping behaviors a child might

reveal in his natural environment. The preliminary results showed that the younger children aged 3 and 4 years showed different coping styles than the 5, 6, and 7 year olds and that a hierarchy of more to less mature forms of coping could possibly be developed in future studies. Some recommendations for further work in this area were suggested.

43. Ruopp, Richard R. A Study in Child Care (Case Study from Volume II-A): "A Small U.N." Day Care Programs Reprint Series. November 1970, 62p. ED 051 904

Bus Transportation; Career Opportunities; *Cross Cultural Studies; *Day Care Programs; *Day Care Services; Disadvantaged Groups; Educational Television; Ethnic Groups; *Health Services; Organization; *Parent Participation; Program Descriptions; Reinforcement; Social Services

The Central City Head Start Day Care Center in Salt Lake City serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations.

44. St. Pierre, Susan; And Others. Differences in Interaction Patterns of Families with First or Second Grade Sons Rated High or Low in Classroom Adjustment. May 1971, 25p. ED 058 587

Behavioral Science Research; *Communication Problems; *Experimental Groups; Family Influence; *Family Relationship; *Family School Relationship; *Parent Child Relationship

This study attempts to determine whether families with a son rated by his teacher as either "high" or "low" on classroom adjustment (behavior indicative of social maturity and achievement motivation) could be differentiated on the basis of their communicative patterns. It was questioned if significant differences existed in the amount of positive or negative interaction displayed between or within such family groups. Families were assigned to the High Classroom Adjustment (HCA) group and Low Classroom Adjustment (LCA) group on the basis of teacher evaluations of self-sufficiency, self-control, achievement motivation, and behavior observations in the school. Interaction sessions were scheduled for each family, with comparisons made between the 2 groups revealing that HCA families displayed more positive and less negative interaction than LCA families. Comparisons between individual family members in the 2 groups were completed also. Results indicate that basic differences do exist between these 2 family groups in their interaction patterns. Dysfunctional communication was characteristic of all members of LCA families. Also, HCA and LCA sons were differentially involved in the family with low-adjustment sons relying on disruptive methods for recognition in the course of family interaction.

45. Sayler, Mary Lou. Parents: Active Partners in Education. A Study/Action Publication. 1971, 33p. ED 050 823 [Not available from EDRS]

*Family School Relationship; Home Visits; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Teacher Attitudes; Teacher Influence; Teacher Role; Volunteers

This pamphlet describes a program to promote effective home-school relations and reflects the belief that parent-teacher cooperation is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents. Suggestions are given to help teachers plan activities which are appropriate for parental help in class (nursery through grade 6). A final chapter sums up problems which may be encountered, enumerating teacher fears and rewards in a parent participation program.

Availability: Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00, NEA Stock Number 281-08890)

46. Serafica, Felicisima C.; Uzgiris, Ina C. Infant-Mother Relationship and Object Concept. September 1971, 12p. ED 056 779

*Affective Behavior; Caucasians; *Concept Formation; *Infants; *Parent Child Relationship

The aims of this study were: (1) to specify who the infant-mother relationship evolves, and (2) to demonstrate how the development of object concept affects the evolution of that relationship. Subjects were 19 male and 17 female Caucasian infants from 4 to 12 months of age. The development of an interpersonal relationship was assessed through the use of controlled interaction situations with an adult stranger and identical situations with infants' mothers. Situations included imitative play and speech, creating a stress situation, and leaving and entering the room. Results indicate that the infants did exhibit differential responsiveness towards their mothers versus a stranger. Findings also show that when the infant solidifies his notions of object permanence and becomes capable of inferring the mother's location from a series of visible displacements, maintaining proximity contact and/or interaction with the mother becomes less crucial. The acquisition of object permanence facilitates the ordering of experiences. Simultaneously, the infant's perception of regularities in the mother's appearance and behavior contributes to his imbuing her with the quality of permanence through time and space. It seems highly probable that it is this reciprocity or mutual influence which characterizes the relationship between development of the infant-mother relationship and object concept development.

47. Stern, Carolyn; And Others. Increasing the Effectiveness of Parents-as-Teachers. December 1970, 43p. ED 048 939

Cognitive Development; Disadvantaged Groups; *Group Dynamics; *Language Proficiency; Motivation; *Parent Attitudes; Parent Child Relationship; Parent Education; Parent Influence; *Parent Participation; Parent Role; Tables (Data); Teaching Styles

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with

the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Test of Competence (mid-measure). Parents were tested with Parents Expectations for Achievement of children in Head Start (PEACH), Parents Attitudes Toward Head Start (PATHS), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

48. Takeshima, Y.; And Others. Children and Television: Main Findings from Shizuoka Survey (in 1967). September 1971, 42p. ED 054 599

Audiences; Childhood Attitudes; *Children; Discipline; Family Problems; Media Research; *Parent Attitudes; Parent Child Relationship; Parent Influence; Recreational Activities; Self Control; Social Maturity; Television; Television Research; *Television Surveys; *Television Viewing; *Viewing Time

A survey was made in 1967 concerning children's viewing of television in Shizuoka, Japan. Although this survey was a follow-up to one made from 1957 through 1959, no comparisons are made between the two in this booklet. Third, fifth, and seventh graders, preschool children, and mothers of children in school were asked about how they spent their time, including patterns of television; their evaluation of the time they spent watching television; their program preferences; the amount of parental control over their children's viewing; the effect of this control on the children; and the parents' own attitude towards television viewing. The data collected is summarized and correlations between children's social adaptability, social maturity, and television viewing are discussed. The major findings are also presented in tabular form.

49. Thoman, Evelyn B.; And Others. Neonate-Mother Interaction during Breast-Feeding. 28p. ED 058 941

*Behavioral Science Research; *Infants; Longitudinal Studies; *Mother Attitudes; Parent Attitudes; *Parent Child Relationship; *Stimulation

Using a modified time-sampling procedure 20 primiparous and 20 multiparous mothers were observed while breast-feeding their 48-hour infants. In comparison with multiparous mothers, primiparous mothers (1) spend more time in non-feeding activities, (2) spend more time feeding male infants, (3) change activity more frequently, (4)

provide more stimulation for their infants, (5) talk to their infants more, far more with female infants, and (6) smile more at female infants. Infants of primiparous mothers spend less time attached to the nipple, and when attached, they spend less time sucking. Longitudinal observations revealed that, for the primiparas, the number of weeks the infants were breast-fed was related to the amount of time the mothers talked to the infants at the two-day feeding observation.

50. Thompson, Jack M.; Patrick, Raymond. The Implications of Parent Effectiveness Training for Foster Parents. [1970], 7p. ED 052 821

*Behavior Problems; Conflict Resolution; *Family Problems; *Foster Children; *Foster Family; Interpersonal Relationship; *Parent Child Relationship; Parent Education; Training

This paper describes the Parent Effectiveness Training (PET) Program and points out its specific implications for foster parents. The role of a foster parent is extremely difficult, and there is a need for training foster parents to become more effective which, in turn, will have positive effects upon foster children. The PET program, developed in 1962 by Dr. Thomas Gordon, consists of eight 3-hour training sessions and is limited to 25 participants. Through lectures, role-playing and practice, parents learn these communication skills: (1) active listening--the parent learns to reflect back what the child is trying to communicate about his problems in a way that facilitates the child's growth; (2) "I" messages--the parent learns to communicate personal feelings when the problem is his, rather than placing the blame on the child and (3) conflict resolution--working out conflicts so that both parent and child are actively engaged in reaching a satisfactory solution. The program also focuses on the problems of using power in the parent-child relationship, and on assessment and modification of parent values.

51. Thorsell, Siv; Karre, Marianne. Before School Starts. For Children's Minds--Not Just to Mind the Children. The Child Centre--as Seen by a Parent. 1969, 27p. ED 051 873 [Not available from EDRS]

*After School Centers; Child Care Workers; * Day Care Services; Educational Needs; Facilities; Financial Support, Government Role; *Nursery Schools; *Parent Reaction; *Preschool Programs; Program Evaluation; Standards

The two articles in this document describe Swedish child centers (day nurseries, nursery schools, and after school centers). In one article, a government official discusses the overall aims of the child centers, their facilities and use, and the standards and staff. The role of national and local governments in administration and finances is outlined and the need for expansion of preschool facilities in Sweden is stressed. The second article, written by a journalist, is a critique of Swedish child centers from the parent's point of view. The need for additional and better centers to reach wider and more diverse groups of children is emphasized. Physical planning, age grouping, teachers, and length of the center day are discussed.

Availability: Swedish Institute, Hamngatan 27, P.O. Box 7072, S-103 82 Stockholm, Sweden

52. Tulkin, Steven R. Infant's Reactions to Mother's Voice and Stranger's Voice: Social Class Differences in the First Year of Life. April 1971, 13p. ED 054 850 [Not available from EDRS]

*Attention; Auditory Perception; Caucasians; Eye Movements; Females; Heart Rate; *Infant Behavior; Language Development; Lower Class; Middle Class; Motor Reactions; *Parent Child Relationship; *Social Differences; *Verbal Stimuli

The purpose of this study was to investigate class differences in the responses of infants to tape recordings of mothers' and strangers' voices. Subjects were 10-month-old first-born Caucasian girls, 30 from middle class families and 30 from working class families. Stimuli presented through a speaker placed in front of the infant consisted of taped passages read by the subject's own mother, and by a stranger from her own social class group. Codings were made of each subject's vocalizations, smiling, looking at speaker baffle, looking at mother, and looking at coder. Two additional measures taken were heartrate deceleration and physical activity. Middle class infants responded differentially to the two stimuli, while working class infants did not. The most dramatic differences involved the infants' looking behaviors. Middle class infants looked more at their mothers after hearing their mother's voice, and more at the coder following the stranger's voice, which may be related to the fact that these infants have experienced more verbal stimulation form their mothers at home. The present findings are consistent with previous investigations of infant reaction to language stimuli. [Not available in hard copy due to marginal legibility of original document.]

53. White, Burton L. An Analysis of Excellent Early Educational Practices: Preliminary Report. 1971, 78p. ED 050 805

Ability; *Child Development; *Child Rearing; *Early Experience; Educational Practice; Language Ability; Longitudinal Studies; Mothers; *Parent Child Relationship; *Preschool Programs; Psychomotor Skills; Tables (Data)

This document reports the first phase of a longitudinal research project designed to produce information on how to raise children so their basic abilities may develop optimally during the first six years of life. Although this Preschool Project has been in operation five years, the study is not yet completed because statements about the effects of various child rearing practices and experiences have not been put to experimental test. Nontheless, preliminary results concerning optimal and restricted development of 48 children in a natural environment can be reported. In general, child rearing interactions during years 1-3 appear to offer the most relevance for intense investigation. The mother's direct and indirect activities appear to be the most powerful formative factors in the development of the preschool child. Some "best guesses" about the most effective child rearing practices can be made. Findings suggest that effective mothers (1) are generally permissive, (2) usually but not always respond to their child's appeals for immediate help (3) act in response to overtures by the child and (4) have a high energy level. References and tables of data are included.

54. White, Burton L. The Role of Experience in the Behavioral Development of Human Infants: Current Status and Recommendations. 1970, 78p. ED 048 917

*Infant Behavior; *Child Rearing; *Child Development; *Early Experience; *Behavior Development; Behavioral Science Research; Human Development; Cross-Sectional Studies; Longitudinal Studies; Research Problems; Infancy

This paper is designed as an information guide for those persons responsible for rearing human infants from birth to 18 months. The author provides an extensive review of the literature and trends of research in this area noting that the current volumes of knowledge in this area are not yet dependable enough to provide reliable bases for practice. He notes that among the problems presented in the study of infants are (1) availability of subjects in natural environment, and (2) the lack of reliable measures for research. Provided is an enumeration, explanation and evaluation of kinds of studies and known information about infant development. Included are longitudinal studies, cross-sectional studies, and assessments of direct and indirect evidence. The author feels that practitioners should demand and support the production of more

dependable knowledge by sponsoring field and basic research throughout infancy on the whole infant (rather than on his separate behaviors) as he functions in real life. White admonishes practitioners to accept the fact that, for the time being, child-rearing practices must be designed on an admitted best guess basis. An extensive bibliography is provided.

Availability: "Review of Child Development." Ed. by Bettye Caldwell and H. Ricciuti. New York: Russell Sage Foundation (in press)

55. Wolff, Peter, Ed. Management Information for the Parent-Child Center Program. Phase I: Findings and Recommendations. Final Report. October 1971, 131p. ED 059 777

*Child Development Centers; Costs; *Decision Making; *Low Income Groups; *Management Information Systems; *Parent Child Relationship; Participant Characteristics

Interviews were conducted with 18 key management decision makers at the national level of the Parent and Child Center (PCC) program, and a wide variety of relevant providers and consumers of management information of the local level of the program. The purpose of the study was to develop recommendations for a management information system (MIS) for the PCC program. The study is presented in the following chapters: 1. Summary of Recommendations; 2. Study Objectives and Approach; 3. Guidelines for a Workable Management Information System for Parent and Child Centers; 4. The Basic Elements of the Recommended Management Information System Design; 5. PCC Management Information System Implementation; 6. (Appendix) Field Work: Findings and Related Recommendations.

56. Woodward, LeRoy A. The PTA Project "RISE." April 1971, 4p. ED 052 894

Beginning Reading; *Community Services; Community Support; *Early Childhood Education; *National Organizations; National Programs; *Parent Participation; Parent Responsibility; *Reading Readiness

The Reading Improvement Services Everywhere (RISE) project was launched by the National PTA so that PTA's throughout the nation could participate in the federally initiated Right-to-Read effort. It is felt that the parents are responsible to see that the child's learning motivation and readiness are well developed. Project RISE focuses on what can be done to assure reading readiness and early reading. The objectives include contact of the parents of preschool children, to encourage a personal library in the home, and to call for involvement of PTA and education agency teams in the

development phase of the project. The local PTA's will learn what the schools are doing in the area of reading improvement, support the schools by disseminating information, and help all parents to understand the objectives to be accomplished. Able volunteers can offer help in the classroom, the library, and in promoting the program.

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3. Brezeinski, Joseph E.; Howard, Will. Early Reading--How, Not When. Reading Teacher, v25 n3, pp239-242, Dec 1971, EJ 049 483.

4. Comer, James P. Child Development and Social Change: Some Points of Controversy. Journal of Negro Education, v40 n3, pp266-276, Sum 1971, EJ 045 609.

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